

A Research-Informed and Classroom-Tested Instructional Routine for Teaching High-Leverage English Vocabulary

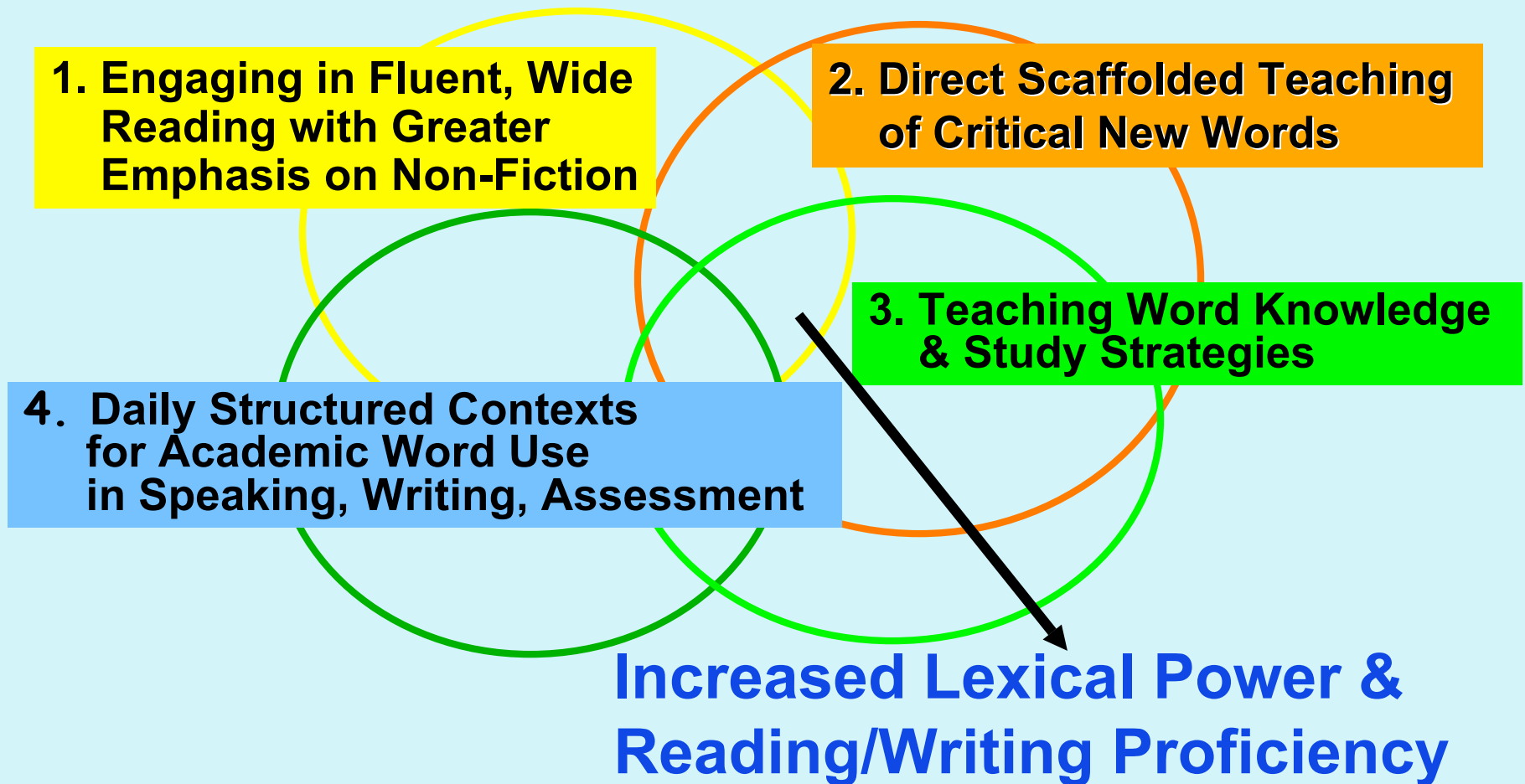
Arizona Department of Education
2008 OELAS Conference
Tucson, AZ November 15, 2008

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Workshop Components

- Cornerstones of an effective vocabulary development program
- Viewing of taped lessons with explicit vocabulary instruction in classrooms serving English Learners
- Hands-on demonstration of explicit vocabulary instruction to develop expressive word knowledge
- Guidelines for a research-informed explicit instructional routine
- Criteria for selecting high-leverage words for more robust teaching
- Assessment practices that bolster expressive word knowledge

Building Academic Vocabulary: **Instructional Cornerstones**



Learner Engagement

Kinsella & Feldman

To attract and maintain a learner's interest and active involvement in all lesson content and related tasks, with clearly articulated verbal or non-verbal “evidence checks” of a concrete, productive, and behaviorally observable response to instruction.

- Underline a significant detail.
- Thumbs up if you agree.
- Add a relevant example to the graphic organizer.
- Share your perspective with your partner.

Characteristics of Disengaged Learners

- Beyond “showing up” in class, haven’t established concrete goals for schooling.
- View classroom learning as a spectator sport rather than a participatory sport.
- Don’t perceive that they are being held accountable for actively participating throughout a lesson.
- Are often actively off task during critical lesson activities or in an idle “upright siesta”.
- Feel incompetent and mask it with smart aleck remarks.
- Rely on others to seek clarification and assistance.

Think-Pair-Share

What active, accountable learner behaviors and norms have you clearly established and modeled as expectations for all students in your classroom/school?

Starter: One active learner norm I/We have established is _ (verb + -ing _)

- *responding in a “public voice” during unified-class discussions.*

Arizona Classrooms Must Provide Students with Daily Support in Flexing their Academic Language Muscles!



My newfound lexical voracity has convinced my ELD teachers that the statewide academic English language instructional focus was not another quixotic PD effort.

Vocabulary Knowledge Rating

Rating Scale: 1 = I don't know it at all.

2 = I've seen or heard it before.

3 = I have some understanding.

4 = I can teach it.

Word	Rating	What I Think This Word Means
apotheosis		
idiolect		
quixotic		

Vocabulary Knowledge Rating Response Starters

- I know that one meaning of ____ is ____.
- I think ____ could possibly mean ____ because ____.
- I am not familiar with the word/term ____.
- I have no idea what ____ means.
- We feel confident that we know what ____ means, but we would appreciate some assistance with ____.

Lesson Observation Task

Identify two missed opportunities to enhance student lesson engagement by structuring their nonverbal or verbal responses in this mixed-ability 8th grade English Language Arts.

■

■

Response Starter:

She could have enhanced student engagement by
(verb + ing: *directing them to* __, *providing* __)

Lesson Observation Task:

Identify the specific ways in which this 8th grade ELD teacher structures the students' lesson engagement during the Vocabulary Knowledge Rating process.

Starter: She structured students' lesson engagement by (verb + -ing)

- *using assigned work groups strategically.*

What is the Function of the Vocabulary Knowledge Rating Process?

- To provide an advanced organizer of the target words
- To provide students with an active and accountable role
- To activate related knowledge and experiences
- To get students poised to learn new words
- To clarify any confusion with *homophones* (words that _____) or *polysemous* words (_____ words)
- To increase the odds that the teacher has analyzed the vocabulary demands of the lesson and conscientiously prepared for instruction

Receptive vs. Expressive Word Knowledge

Receptive Vocabulary:

words that are recognized and understood when we hear or see them; typically much larger than expressive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations, or ever use them as we speak and write

Expressive (Productive) Vocabulary:

words we use comfortably in speaking and writing

Vocabulary Teaching: What Does it Look Like?

Is directing students to look up words in the dictionary and write sentences using them an example of “teaching vocabulary”?

Yes - No - WHY?

Sentence Starters

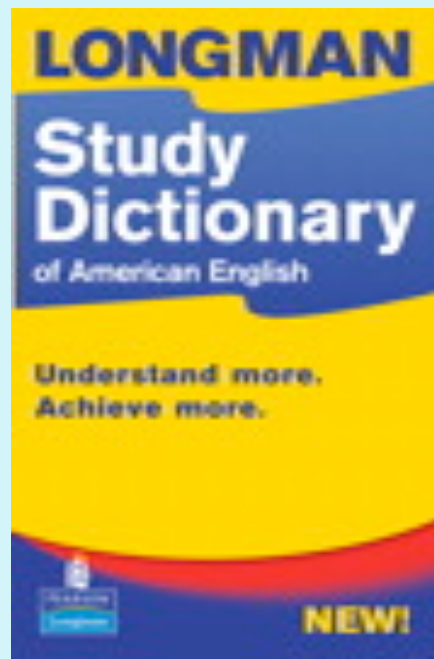
Having students look up words and apply them in original sentences is a productive vocabulary teaching strategy because ____

Having students look up words and apply them in original sentences is not a productive vocabulary teaching strategy because ____

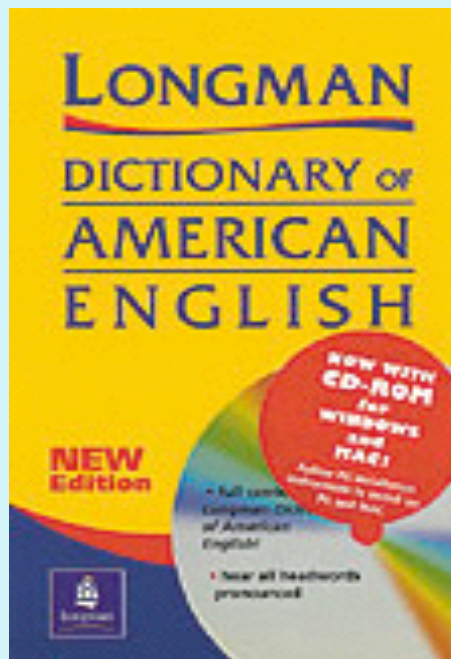
“Considerate” Learner’s Dictionaries for English Learners in Grades 4-12

PEARSON LONGMAN www.longman.com/dictionaries

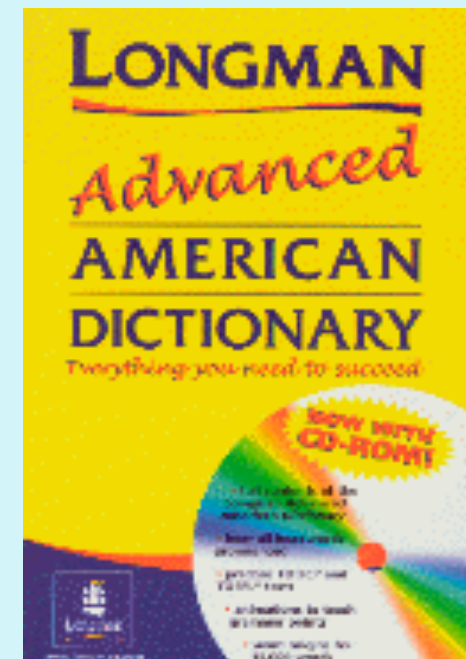
BASIC



HIGH INTERMEDIATE



ADVANCED



Dictionaries Are Not Necessarily Productive Learning Tools

Definition: categorize, v.t.

Random House Webster's Dictionary (2001):

to arrange in categories; classify.

Longman Advanced American Dictionary (2001):

to put people or things into groups according to what type, level, etc. they are, or to say what group they are in.

The population is categorized according to age, gender and occupation.

How would you categorize your relationship with your parents?

Components of Academic Language

- **Vocabulary:** all the words that a person knows, recognizes or uses
- **Syntax:** the way words are arranged in order to form sentences or phrases
- **Grammar:** the rules according to which the words of a language change form and are combined into sentences
- **Register:** the style of language use or degree of formality reflected in word choice and grammar

Demonstration: Explicit Vocabulary Teaching Routine

Target Word	Meaning	Examples
quixotic quix•ot•ic (adjective) _____ <div> <div>1</div> <div>2</div> <div>3</div> </div>	having ideas and plans that are based largely on _____, and that are not _____ or practical, just like the literary dreamer _____. _____	Throughout U.S. history candidates have run quixotic _____ campaigns. A quixotic decision our _____ made was to _____ _____

Demonstration:

Explicit Vocabulary Instructional Routine

Target Word	Meaning	Examples
idiolect id•i•o•lect (noun) _____	The distinctive ways in which a particular person regularly uses _____, including _____, word choice, idioms, _____ and pronunciation.	Distinctive features of Gov. Schwarzenegger's idiolect include his _____ pronunciation and his penchant for _____ metaphors. My idiolect has been influenced by _____

Explicit Vocabulary Instructional Routine With a Structured Oral and Written Task

Study Word	Meaning	Examples
apotheosis a•poth•e•o•sis (noun) _____	the best and most _____ example of something Greek: <i>theos</i> = the _____	Out of all the _____ shows on television, _____ is the apotheosis . Among the scenic locations in _____, _____ is the apotheosis .
Writing Task: Out of the U.S. media sources for world news, _____ is the _____ because _____.		

Explicit Vocabulary Teaching Routine

- Guide students in reading and pronouncing the word.
- Have students clap/tap out the syllables for longer words.
- Provide a cognate connection when possible.
- Have students rate their current word knowledge.
- Explain the meaning using familiar language.
- Provide an example within their experiential realm.
- Provide an additional example and structure an oral task.
- Model an appropriate response with a sentence starter.
- Partner students to share responses using the starter before calling on individuals to share.
- Check comprehension with a final focused question/task.
- Assign a focused writing task to bolster word knowledge.

Gradual Release of Responsibility

I do it



You do it

Explicit Vocabulary Development: Enhanced Routine for Beginning ELs

ecstatic (adjective)

ec stát ic DEF: really happy

 **Sentence Starter:** *I was ecstatic when ____*

*I received a _____ from _____
when I was _____ years old.*

Response Starter in Academic Register

One common challenge faced by new immigrants is _ (verb + ing)
learning a new language.

Word Bank: *learning _*
dealing with _
finding _
understanding _

How to Effectively Assign a Sentence Starter with English Learners and Basic Readers

- Display the starter using one color.
- Add your response using another color.
- Read your entire response with expression.
- Point out the grammatical expectations for writing a complete sentence using the starter.
- Provide a relevant word bank to stimulate thinking and more precise language use.

Practice Writing Structured Oral & Written Tasks for New Words

Target Word	Meaning	Examples
achieve a•chieve (verb) <hr/>	to succeed in doing something; to do something really well that you wanted to do	This semester I want to achieve my goal of <u>(verb+ ing)</u> <i>learning to swim</i> <i>passing Algebra</i> <hr/>

Bolster Expressive Word Knowledge with Additional Writing Tasks

Design writing tasks that require providing:

- 1) the appropriate form of the word (e.g., plural, past tense);
- 2) content that illustrates their conceptual grasp of the word.

- Angelina Jolie and Brad Pitt have _____
worldwide fame not only through their _____
but also their _____
- I plan to double my reading fluency score this school year;
I will _____ a score of _____
by reading _____

Review and Assessment Procedures That Bolster Expressive Word Knowledge

- **I am thinking of a word...** (Teacher supplies meaning)
 - the style of speaking **idiolect**
 - personal dictionary **lexicon**
- **Yes/No/Why?** - Think... Is this true? Logical? Why?
 - Tai is rooting for us to **achieve** a lower lexile score.
- **Choral Review** - write a sentence, 2-3 choices, think and then respond together.
- **Sentence completion** - The **lexicon** of Tai includes _____ only a Read 180 student would recognize like _____.

An Assessment of Word Family Knowledge

precise

NOUN A surgeon must work with _____.

VERB A skilled surgeon _____.

ADJ. Surgery requires _____ work.

ADV. Surgeons must work _____.

Words that Warrant Robust Instruction

- “big idea” words that relate to lesson **concepts**
stereotype, outsourcing, fossil fuel
- high-frequency/high-utility “**academic tool kit**” words
consequence, issue, analyze
- high-use “**disciplinary tool kit**” words
economy, metaphor, species
- words to engage in **literate discourse** about the topic
*words relevant to discussing the theme or issues
yet not included in the text (esp. with literature!)*

A Word Form Chart for Academic Word Families to Foster “Word Consciousness”

Noun	Verb	Adjective	Adverb
accur <u>a</u> cy <u>in</u> accur <u>a</u> cy		accurate <u>in</u> accurate	accurat <u>e</u> ly <u>in</u> accurat <u>e</u> ly
predict <u>i</u> on	predict	predict <u>a</u> ble <u>un</u> predict <u>a</u> ble	predictab <u>l</u> y
product <u>i</u> on	produce	product <u>i</u> ve <u>un</u> product <u>i</u> ve	product <u>i</u> vely <u>un</u> product <u>i</u> vely
depend <u>e</u> nce <u>in</u> depend <u>e</u> nce	depend (on/upon sth)	depend <u>e</u> nt <u>in</u> dependent	
symptom		symptomat <u>i</u> c <u>a</u> symptomat <u>i</u> c	

Web Sources for Dr. Kinsella's Resources

- The California Department of Education's Office of Middle School and High School Support: Taking Center Stage Act II (TCSII) will offer a series of four webinar sessions addressing Middle Grades taught by Dr. Kinsella, including video clips and other practical downloadable resources related to engaged accountable learning, explicit vocabulary development and structured academic interaction.
- Santa Clara County Office of Education, Division of School Improvement Services will post a vast array of resources from my institute on Oct. 22-23, 2008 entitled "Developing Academic Discourse Skills for English Learners in Grades 4-12 Through Teacher-Mediated Discussion and Writing."